|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title** | | La curiosité et l’exploration | | | | | | |
| **Language & Grade/Level & Level** | | French IV  Intermediate Mid/High | | | | Approx # of Weeks | |  |
| Approx # of Minutes | |  |
| **Theme &Topic** | | Science and Technology: Curiosity and Exploration | | | | | | |
| **Essential Question(s)** | | Why does man explore? How does literature allow us to explore? | | | | | | |
| **Unit Overview** | | Students will consider why man has a need to explore. They will read excerpts from Le Petit Prince and will analyze the plot, characters, symbolism and themes. They will describe the characters and their priorities in *Le Petit Prince* (1943) and evaluate the degree to which these characters and priorities exist today. They will compare the fictional aspect of exploration to past and present scientific exploration and agree on a top 10 list. Students consider the role that curiosity plays in their lives and will select an past or present exploration of interest to them. They will share what they have learned and speculate on what the future holds in that area. | | | | | | |
| **Unit Goals**  *What should learners know and be able to do by the end of the unit?* | | Learners will be able to:   * Explain the plot, characters, scenes, symbolism and themes in *Le Petit Prince* * Describe the characters and their priorities in *Le Petit Prince* and evaluate the degree to which these characters and priorities exist today * Retell both literary and informational stories of exploration * Define curiosity and give examples from their own lives and from the texts they are reading * Discuss why exploration is important to man and why failure is often part of exploration * Share information about a specific exploration giving simple details — who, what, when, why and result | | | | | | |
| **Summative**  **Performance**  **Assessments** | | **Interpretive Mode** | | | | | | |
| **Reading**   * Read excerpts from Le Petit Prince that were not read in class and demonstrate comprehenstion based on the ACTFL template. Complete a graphic organizer comparing the new planet and inhabitant to another planet and inhabitant that was discussed in class. * Read a current non-fiction article on aspect of exploration and demonstrate comprehension based on the ACTFL template. | | | **Listening**  Listen to and/or view a report on a current exploration. Complete a graphic organizer to demonstrate comprehension. | | | |
| **Interpersonal Mode** | | | **Presentational Mode** | | | |
| * Discuss the value of exploration and the lessons learned with regard to the themes of the novel. Make connections between the themes of exploration in the novel and exploration of the real world.   or   * Have a conversation with a partner to determine the key characteristics of an explorer. What are they like? Compare the interests of the explorer and his personality to your interests and personality? Explore your interests in exploring explaining where your interests lie. | | | **Polished:** Create a representation of the key lessons of *Le Petit Prince* for a 2017 audience.  **On Demand:** Write about the role of curiosity and exploration in your life. Make comparisons between what you have learned and what Le Petit Prince learned and/or what others have learned through exploration. | | | |
| **Future Ready Skills** | | **Communication:** | | **Best to fill this section in when you decide final summative assessments** | | | | |
| **Collaboration:** | |  | | | | |
| **Creativity:** | |  | | | | |
| **Critical Thinking**: | |  | | | | |
| **Communication Toolbox** | | | | | | | | |
| **Can Do Statements/Learning Targets** | | | | | | | | |
| **Interpretive** | | Easier to do this when you know the assessments and the resources you will use. | | | | | | |
| **Presentational** | |  | | | | | | |
| **Interpersonal** | |  | | | | | | |
| **Language Functions** | | | **Related Structures/**  **Patterns** | | | **Priority Vocabulary** | | |
| define curiosity; give opinions on the value of curiosity and exploration | | | sentence frames and questions for asking and giving opinions  I think that, It seems  Curiosity is important because…  Do you really think that…  subjunctive as necessary for some lead-ins, | | | * literary terms - plot, scene, character, theme, etc. | | |
| tell and retell stories about personal curiosity and exploration | | | past, present, future  When I was 9… | | |
| tell and retell literary and information stories of exploration | | | past, present, future | | |
| describe with detail the elements of a story - plot, theme, characters, scenes and symbolism | | | narration and description in 3 time frames | | |
| say what I would explore/do if I had the opportunity | | | Si clause imparfait/conditionel | | |
| **Standards to be included in Communication** | | | | | | | | |
| **Cultures** | | **Relating Cultural Practices and Products to Perspectives** | | | | | | |
| **Product:** *Le Petit Prince* book  **Practice:** Using characters symbolically  **Perspective:** Universality of symbols  **Product:** CNES - Centre Nationale d’Etudes Spatiales  **Practice:** space exploration  **Perspective:** society benefits by exploring space | | | | | | |
| **Connections** | | **Making Connections to Other Disciplines** | | | **Acquiring Information and Diverse Viewpoints** | | | |
| **English Language Arts:** Analysis of themes, symbolism in literature supported by evidence from the piece of literature.  **Science** – modern day exploration | | | what is valued by a country as an exploration priority, how we document and share past explorations | | | |
| **Comparisons** | | **Language Comparisons** | | | **Cultural Comparisons** | | | |
| quotes from Le Petit Prince commonly known in French culture - *L’essential est invisible aux yeux. Dessine-moi un mouton*. | | | common themes in literature - representation for friendship | | | |
| **Communities** | | **School and Global Communities** | | | **Lifelong Learning** | | | |
| Create an online site to share information about explorers | | | Develop an understanding of the role of curiosity and failure in terms of exploring the world  Self-assess progress toward unit goals | | | |
| **Key Learning Experiences/Formative Assessments** | | | | | | | | |
| **Mode of Communication** | | **Learning Experiences** | | | | | **Connection to Unit Goal** | |
| Interpretive  Presentational | | As students read *Le Petit Prince*, they complete a diary describing the characters that the Petit Prince meets on his travels and how these characters resemble people in today’s world. | | | | |  | |
| Interpretive  Interpersonal | | Match and discuss adjectives that relate to the various planets according to key characteristics of each planet’s inhabitant. | | | | |  | |
| Interpersonal | | Role play a conversation between the Petit Prince and one of the inhabitants of a planet. Alternatively, take on the role of the inhabit of one of the planets and interview each other to get to know some basic information about that person/object. | | | | |  | |
| Interpretive  Presentational | | Watch one or more of the Petit Prince segments online and compare to book chapter – La planète de Géhom <http://www.youtube.com/watch?v=Wdr6OvgXHyc&feature=relmfu> | | | | |  | |
| Interpretive  Presentational. | | Research an explorer from the Francophone world and share their story with the class. Literary - Jules Verne, Informational Jacques Cousteau. Role play different explorers and interview others to see who they are, what they did. | | | | |  | |
|  | |  | | | | |  | |
| **Technology Integration** | | | | | | | | |
|  | | | | | | | | |
| **Resources** | | | | | | | | |
| **All** |  | | | | | | | |
| **Chinese** |  | | | | | | | |
| **French** | [**La Comédie Musicale Le Petit Prince**](http://www.comedie2000.com/accueil.php3?comedie_musicale=le_petit_prince) | | | | | | | |
| **Latin** |  | | | | | | | |
| **Spanish** |  | | | | | | | |